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ABSTRACT

This booklet includes descriptions of more than 100 suggested activities and strategies for encouraging reluctant readers to read. The descriptions include such information as the materials needed, directions for the activity, comments, and the amount of time needed for the activity. Activities include writing antonyms, making persuasive speeches, planning cooking activities, categorizing want ads, evaluating news stories, learning vocabulary from special interest brochures, and creating a reading center in the classroom. (TJ)

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Teaching Activities for Reluctant Readers

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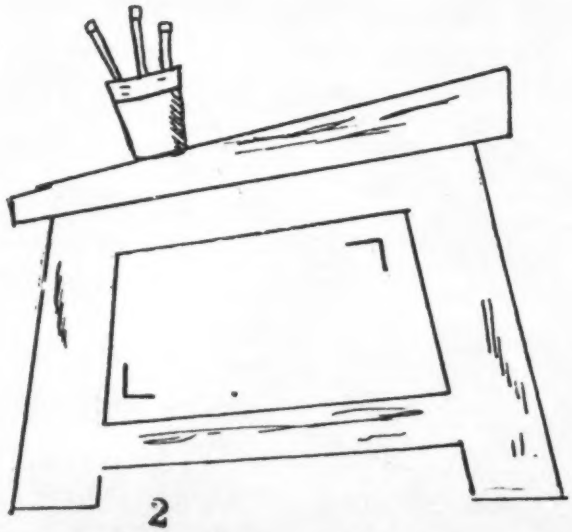

CS005074

THE TEACHER AND THE RELUCTANT READER

The reluctant reader has been challenging teachers of reading for quite some time. The reluctant reader is the youngster who can read but won't; could read but will not; should read but refuses. This student will often expend a disproportionate amount of time and energy developing ways to escape reading. He is not located in any one geographical area; conversely, he is found in schools throughout the country. The reluctant reader is not exclusively of one sex, one religion, or one socio-economic group. Such students are in most every classroom in America.

The teacher of the reluctant reader may become frustrated in trying to develop this student as a reader. There are, however, methods for dealing with this student. The participants in a special workshop in reading, held at Lehigh University, Summer 1979, devoted a considerable amount of time to the development of activities and strategies for the classroom teacher for handling this type of student. This booklet contains a compilation of these activities, and hopefully they will help teachers to cope with the problem of the reluctant reader.

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TEACHING ACTIVITIES FOR RELUCTANT READERS

by

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MATERIALS — New vocabulary words, material for making up a booklet, material for making an illustration.

DIRECTIONS — List new vocabulary words and have child make up a story as teacher writes it down. Then have child illustrate story. Teacher should then make up a booklet including story and illustration for child to read.

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MATERIALS — Books of short stories.

TIME — 2 class periods or more.

DIRECTIONS — Have students read a short selection from a book of short stories. Then, write a "blurb" summarizing the story. Make it into a paper airplane and "send" it sailing through the room. The receiver must read that story!

COMMENTS — The students could do this a number of times depending upon the story length.

EVALUATION — Make a "747 Bulletin Board" with the stories as seats. Then put each student's name in the "seat" that he has read.

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MATERIALS — Tape recorder and blank tape.

DIRECTIONS — Make an ad to try to sell your book over the radio. (Students could work in pairs or groups.) Use background music, noises, etc. Be sure the ad takes only one minute.

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MATERIALS — Seed catalog, garden tools, seed packets.

DIRECTIONS — Have students read seed catalogs and order seeds. Have them learn all the new vocabulary from the catalog. When the seeds arrive, have a whole new lesson on planting, garden terms, garden tools!

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MATERIALS Books: Biography or Autobiography.

DIRECTIONS Have a higher level student help with this activity. Have him read the book (or parts of it) to a reluctant reader. Together, the two can rewrite the book so the slower reader can read it and have it for himself.

COMMENTS Try and make it a book that the student can identify with and even use as a model, ie. Martin Luther King, Einstein, etc.

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MATERIALS Sears, Roebuck Catalog.

TIME 30 minutes.

DIRECTIONS Have the student find an advertisement, read it, and learn any new vocabulary words. Have the student compare this with a similar item in a new Sears catalog. Compare the color, the size of the ad and the price paid for item.

COMMENTS Reading for details, critical reading.

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MATERIALS Library.

TIME One week.

DIRECTIONS Select a job that interests you. Make a list of books that you feel you will <u>need</u> to read to be successful for that job. Read one of them.

COMMENTS You may want to have some sort of bibliographies to help students get started. Discuss different jobs and check classified ads for demand <u>before</u> the assignment.

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MATERIALS — Addresses of points of interest in the local community should be available to the students.

TIME — 2-3 class periods.

DIRECTIONS — Students must first write a letter to get information about their particular "favorite place" to visit in the community. Then they must read the information which they receive and orally try to persuade the class to visit that place. Have the class vote for the best one and TAKE them there. Finally, they can all write about their experiences on that day.

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MATERIALS — A McCalls, Simplicity, Vogue, etc. pattern, fabric, all sewing materials.

DIRECTIONS — Review sewing terms. The terms are found at the beginning of the pattern. Review all vocabulary in the directions. Construct garment.

COMMENTS — As the student becomes more interested in sewing, repetition will occur due to the nature of the patterns.

EVALUATION — For the student who enjoys sewing, this is such a worthwhile activity. When the activity is finished, the student has something to show for it!

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MATERIALS — Puppets, props, writing paper, construction paper.

DIRECTIONS — The children will put on their own puppet show. Afterwards, the teacher will present the show to the students in the form of a written short story. This can be assembled as an attractive booklet, and given to the children to read.

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MATERIALS — Guinness Book of World Records

DIRECTIONS — Read entries from the Guinness Book of World Records. Have students try some of the stunts. Create a scrapbook of Our Class World Records, in which the students write a story.

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MATERIALS — One story from a higher level basal reader, library book, magazine etc.

DIRECTIONS — The teacher should read aloud the story. If the children are on different levels, this doesn't matter. Prepare lists of questions. Lists should range from the least difficult (literal comprehension), to most difficult. (evaluative and creative thinking)

COMMENTS — This listening activity is a motivational activity which spurs interest in the poorer readers.

EVALUATION — I've used this many times. The reluctant readers feel grown-up when a high level story is presented to them. I've seen students take and read the book!

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MATERIALS — 1930 or 1940 Issue of Popular Mechanics.

DIRECTIONS — Combine a bit of history with reading! Have the student read about a "new-fangled" invention. Then the student can draw and label the parts of the invention to learn the new vocabulary words.

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MATERIALS — Sequential picture cards, experience chart.

DIRECTIONS — Scramble the picture cards and have the child arrange them in the proper sequential order. As he is arranging them, the teacher should write a sentence for each picture which describes what is happening in the picture. After getting the pictures in the proper sequence, the child should read the sentences written by the teacher. (The child could also take part in the writing of the sentences as a variation.)

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MATERIALS — Books, boards, latex paint, bricks, area rug, bean bag chairs, small table.

TIME — 1½ hours total time. Break this time up according to the attention span of the students.

DIRECTIONS — Build a Book Corner. Allow the children to participate as much as possible. Teach the vocabulary words related to the project. The children write a Language Experience Story and hang it up in the Book Corner.

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MATERIALS — Use the pamphlets, folders, and booklets which you have acquired from a local trucking company.

DIRECTIONS — Read over the pamphlets, and booklets. Choose the vocabulary words. The student and teacher can read over all the information. Have the student construct a folder with the new words and definitions.

COMMENTS — The activity was designed for a young man who "hates reading anything unless it has to do with trucks".

EVALUATION — The activity motivated this young man to learn the terms, jargon, etc. that has to do with trucking.

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MATERIALS — Design a really cozy, secluded spot in the classroom, designed specifically for reading. Place some interesting and attractive books there.

DIRECTIONS — Allow only one person at a time in this spot, but allow everyone a chance to go there. Regard it as a privilege - a very nice place to go in the room.

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MATERIALS — Chalkboard, chalk, eraser.

DIRECTIONS — The teacher writes vocabulary words on the board. The child stands at the board, and erases the word that the teacher says. This is continued until all the words are erased.

COMMENTS — This is a good way for teachers to see with what words children are having trouble.

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MATERIALS — Plastic model airplane (or any such kit), glue, razor blade.

TIME — Several classes - time flexible.

DIRECTIONS — Have children work carefully through the instructions and the building of their own kits. Encourage care for reading and following instructions as written. Stress the importance of the details in the instructions. Let each student work at his own pace. Allow work to be done at home, or have them finish at home once they have started.

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MATERIALS — Pencil, paper.

TIME — 20-30 minutes.

DIRECTIONS — Describe a person in your class, including all important information except for that person's name. Then exchange papers with others in the class and try to guess the names of those which your classmates described.

COMMENTS — To avoid duplication of descriptions, the teacher might whisper in each child's ear the name of the person he is to describe.

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MATERIALS — Newspapers, paper, pen or pencil.

TIME — 20-25 minutes.

DIRECTIONS — The entire class should have the same edition of a newspaper. Have the students find each of the sections in the paper. Have the students write the page number on which each section is located. Example: 1. cartoons - p. 8, 2. local news - p. 1.

COMMENTS — Purpose - locating the sections of a newspaper.

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MATERIALS — Felt-tip pen, newspaper articles.

TIME — 20-30 minutes.

DIRECTIONS — In each news article, have the students circle the facts which tell the important facts - who? what? where? when? why? and how?

MATERIALS — Pencil, paper, and news headlines (real or fictitious).

TIME — 30 minutes.

DIRECTIONS — Give each student a headline. Have them then write a news article for that headline. Be sure to include all the important facts which answer who? what? when? where? why? and how?

COMMENTS — Teacher might have students list their ideas under headings who, what, when, where, why, and how before writing article.

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MATERIALS — Ditto paper with 4 square tic-tac-toe.

DIRECTIONS — Children play tic-tac-toe using words instead of O's and X's. The child who completes a four-letter sentence first is the winner.

I	love	you	Ed.

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MATERIALS — Morse code list, paper.

TIME — 30 minutes.

DIRECTIONS — Children either write a message in Morse code or decipher the Morse code into English. They can trade these with their friends.

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MATERIALS Newspapers, sports magazines, sports biographies, etc.

TIME 3-6 weeks (social studies unit).

DIRECTIONS Create a social studies unit around the theme of "sports History". Design class activities to learn about the history, rules, people, and current events in a variety of sports. Encourage reading in newspapers, magazines, rulebooks, and books. Require 3 books to be read, including at least one biography. Research particular sports. Bring in guest speakers such as coaches, trainers, and players from the "home" team, or even professional players. Initiate discussion on current controversial topics in the media, such as the high salaries paid to some athletes.

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MATERIALS Timetables for airlines, buses, or trains. Mimeo sheet of questions.

TIME 30 minutes.

DIRECTIONS Pass out timetables and question sheets to class. Give help to those who need it in answering questions. Questions might be similar to these: When does the first bus depart from (town)? When does it arrive in (town)? How many buses leave (town) on Mondays? What flight number is due to leave at 8:15 tonight?

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MATERIALS Simple recipes, ingredients

TIME Flexible

DIRECTIONS Use recipes to encourage careful reading, both for sequence of instruction and detail. Allow children to make the recipe and eat it when finished.

COMMENTS You might use non-cooking recipes and recipes which allow room for error, especially with younger children.

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MATERIALS List of penpals - possible from other countries

DIRECTIONS Have the students each choose a penpal and write to him. Later, they should share the letters they received with the class.

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MATERIALS Oaktag, printing materials. Example - license plates.

TIME 20 minutes

DIRECTIONS The child will devise his own license plate by using three, four or five letter words. He is limited to two numbers.

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MATERIALS Silk screen materials, tee-shirt.

TIME Art period.

DIRECTIONS Students make silkscreen words or symbols onto their tee-shirts. Encourage the use of several words or some new vocabulary words.

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MATERIALS Tape recorder, tapes, short stories

DIRECTIONS. Each student should take a turn reading a story aloud to a tape recorder. The stories may come from their reading books. The tape is played for the class. The class reads along silently as they listen to the tape.

COMMENTS This may keep the students interest in the story. It also helps with oral pronunciation and word recognition.

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MATERIALS Typewriter, article, paper.

TIME Varies.

DIRECTIONS The child may choose an article which interests him. He will then type his own copy of the article. This may be varied by having the child paraphrase the article.

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MATERIALS Board games having cards with directions on them.

TIME These can be played in class during free time or they can be used as a reward.

DIRECTIONS Have board games or make up board games that have cards in which the players must choose and follow the directions written on them.

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MATERIALS Comic strips.

TIME 2-3 minutes.

DIRECTIONS Mount comic strips on oak-tag. Cut frames apart. Place in an envelope. Students then re-construct story.

EVALUATION Does the story make sense? Check answers against a key (on envelope or on a separate sheet).

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MATERIALS Bus/plane/train schedule.

TIME 15 minutes.

DIRECTIONS Plan a trip from _____ to _____. Write down the names of the towns where you will make transfers. Record times of arrivals and departures. Also, record any other important information, such as flight numbers, etc.

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MATERIALS Pencils/marking pens/paper.

DIRECTIONS Make a list of as many clichés as you can. Choose some of these and draw a picture illustrating the expression. eg.

He's sharp as a tack.

EVALUATION Display students' illustrations and discuss.

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MATERIALS Dictionary, pen/pencil, paper.

TIME 15 minutes.

DIRECTIONS Give students cards with (a list of) words on them. Using a dictionary, the student: finds simple synonyms for the word and classifies the words under the headings: OE - Old English, L - Latin, LL - Late Latin, F - French, OF - Old French.

Sample words:

construct	perambulate
expectorate	prevaricate
pedagogue	canine
palfrey	lunatic

COMMENTS Answer key should be available.

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MATERIALS Pencils/pens, paper.

TIME 15 minutes - 30 minutes.

DIRECTIONS Classify the following experessions as: (a) slang, (b) colloquial English, (c) standard English -

Ex. She's rather attractive.
She's a real doll.
She's sort of pretty.

Make up _____ more sets and give them to classmates to classify.

EVALUATION Discuss choices. Discuss situations in which choices would be suitable.

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MATERIALS Newspapers, magazine advertisements

TIME Variable

DIRECTIONS Select an advertisement. Identify all the adjectives. What is their function? Substitute all the positive adjectives with negative adjectives. Share the results aloud with classmates.

EVALUATION Check for correct selection of adjectives.

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MATERIALS Anything from pencils to videotape.

TIME Variable.

DIRECTIONS Divide students into groups of threes. The group invents a product, plans an advertising campaign, and prepares commercials. Be sure to consider: key words, target buyers, emotional appeal, and so on. Present campaign to class.

EVALUATION Discuss effectiveness and quality of campaign.

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MATERIALS Short story, pens/pencil, paper.

TIME Variable.

DIRECTIONS Choose a short story and read it. Then, rewrite the story as either: (a) a news story; (b) a radio report; (c) a play.

EVALUATION Depends on individual. Focus on quality of expression, originality, and so on.

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MATERIALS Automobile classified ads from newspaper.

TIME 15 minutes.

DIRECTIONS Tell students they have $1,700.00 to spend on a car. They are to make a list of cars that might be suitable for them. Have them rank their choices from least preferred to most preferred.

EVALUATION Has student been careful to note all the possibilities? Can he defend his choice to classmates?

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MATERIALS Short selections or short stories.

DIRECTIONS "Play Teacher"-each student would have a chance to act as the teacher. He would read a short story or selection out loud to the class. After the article, he would ask the class questions and call on them himself.

COMMENTS This may motivate students by giving them a feeling of superiority.

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MATERIALS Index cards, recipes.

TIME Recipes may be compiled toward the beginning of the school year and then used at holiday times, when class has parties.

DIRECTIONS Girls can gather recipes, and decide among themselves which ones they would like to use and compile a class cookbook. (They can possibly get books out of the library with recipes - which introduces them to researching.) Then, at home with parent's permission and help, each student can make a recipe, and have a class party.

COMMENTS A parent or family member must be willing to help. Boys probably wouldn't be interested.

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MATERIALS Piano, simple songs.

TIME One hour per week.

DIRECTIONS For children who are interested in music, singing and possibly how to play the piano. Students can read the words while singing along with a piano player. They can also go on to reading the notes while they are played.

COMMENTS This can also be done with other instruments, i.e. guitar.

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MATERIALS Field trip to zoo.

TIME One time.

DIRECTIONS Take a class trip to a zoo. After observing the animals, each student would choose an animal to research. When back at school, the class would go to the library to give students a chance to find information on their animal. They would compare what the books said about their animals and what they noted. These reports can be given orally.

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MATERIALS Simple plays.

TIME Once a week.

DIRECTIONS Students volunteer for parts in play, but cannot have another part until each student in the class has had a part. Students can read and act out the play, in front of the class.

COMMENTS Students who may be shy and reluctant to perform in front of class may not want to volunteer, so you may want to read the play orally from your seats.

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MATERIALS Ditto papers with two columns of antonyms.

TIME As long as needed.

DIRECTIONS Children match words that have opposite meanings.
Example - fast-slow
large-small

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MATERIALS Comics with blank captions.

TIME 20 Minutes.

DIRECTIONS The child selects comics of interest and fills in words that complete the stay logically.

COMMENTS This may vary in length depending on level.

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MATERIALS Paper, pen, pencil, films of news broadcasts.

TIME One week.

DIRECTIONS After watching and discussing news broadcasts, pupils might volunteer to produce their own newscasts of school events. Some pupils may collect news items, others organize and write the news concisely, and others report it. Another group may act as critics to comment on the effectiveness of the program.

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MATERIALS — Have a "humor" bibliography or a few paperback or hard cover books the students could use as reference.

DIRECTIONS — Have a Laugh-In show. Students must be able to tell three jokes. They could look at comic strips, cartoon books, or books by famous humorists to come up with their material. A follow-up might be to watch a funny show and read the book made from it (or comic book). Example - Mork and Mindy

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MATERIALS — Pen or pencil, paper.

TIME — 5-10 minutes.

DIRECTIONS — Compose a list of 20 words. Then see how many antonyms the students can find in the list.

Example:

1. high
2. frisky
3. foolish
4. generous
5. low
6. idle

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MATERIALS — Travel brochure, from local travel agencies.

TIME — 30 minutes for reading and preparation, 5 minutes per student for speeches.

DIRECTIONS — Have students pick a brochure for a trip they'd like to take. Read it and then try to talk rest of class into going along on their trip. Students can vote at end of all the speeches for the trip they'd most like to take.

EVALUATION — Evaluate the students on their speech techniques, on their knowledge of the trip, what the accommodations will be, etc.

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MATERIALS — Recipe.

TIME — Varies.

DIRECTIONS — Student must read the recipe, list the ingredients needed and the utensils necessary to make the dish.

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MATERIALS Short stories or articles, black magic markers.

TIME 1-3 days.

DIRECTIONS With the magic marker, black out every 10th word in the story. Have the student provide words to fit each sentence and complete the story.

COMMENTS You may want to cut out only the nouns, adjectives, verbs, etc.

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MATERIALS Help wanted ads and situation wanted ads which have been numbered, paper.

TIME One day.

DIRECTIONS Make two columns on your paper and label them "situation wanted" and "help wanted". Cut out a group of advertisements for job occupations. The student reads the ads and decides in which category each ad belongs. Write the number of the ad, in the proper column of the paper. Hint: You should have an equal quantity in both categories.

COMMENTS This can be used to practice classifying skills in determining the differences between situation wanted ads and help wanted ads.

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MATERIALS Newspaper.

TIME Varies.

DIRECTIONS Students are instructed to find a job that they would like. Their findings can then be shared orally with the class.

COMMENTS Further study could include learnings how to read a want ad.

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MATERIALS Newspaper article - sports page.

TIME 10 Minutes.

DIRECTIONS Have all the students attend a football game on Saturday. Then bring in the newspapers' reports of the game. Contrast the articles with the students' perceptions of the game.

EVALUATION Have the students write their own account of the game.

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MATERIALS Consumer's Report, car brochures, etc.

TIME One week.

DIRECTIONS Have each student pick a new car currently on the market, and learn all he can about it from Consumer's Report, Hot Rod Magazine, advertisements, and brochures from local agencies. Then the student will make a speech to the class and try to sell the car to his classmates.

EVALUATION Evaluate the students on the resources they used, how the information is put together and how well the report is presented to the class.

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MATERIALS Catalog, order sheet.

TIME One class period.

DIRECTIONS The student is instructed to order what he would like for Christmas. He must include the item, a description of the item, and the price.

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MATERIALS Records, poster with lyrics, record player, earphones.

TIME 5-10 minutes.

DIRECTIONS The students listen to a record. They follow the words on the chart as they are sung. A comprehension check can then be given.

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MATERIALS — Short stories or chapters of books.

TIME — Depends on length of reading assignments - 20-30 minutes.

DIRECTIONS — Have the children read a story and make up 5-6 questions about the story and include the answers. Choose one child to start by asking the group one of his questions. He is then in charge of the group so he may choose any person he wants to answer his question. The person who answers the question correctly can ask the next question. Continue in this manner until all the questions have been asked.

COMMENTS — This can be used to stimulate group discussion of a story.

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MATERIALS — Paper, pen.

TIME — Three days.

DIRECTIONS — Have students imagine that they are reviewers for the school paper. Have them select a recent concert, play, book, radio program, or television production and write a review of it. Arrange the students into groups to read these reviews, discuss their values, and decide on the best ones to be used in the paper.

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MATERIALS — A book on used car prices, a classified section from a local newspaper.

TIME — 30 minutes.

DIRECTIONS — Have each student select from the newspaper 5-10 ads for used cars (prices must be included). Then each student should look up his choices in the Blue Book on used car prices and compare the price from the ad to the listed price.

EVALUATION — Have the student make and turn in a list of asked prices from the newspaper, and the list prices from the book. Then compare the differences.

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MATERIALS Recipes.

TIME 1 class period.

DIRECTIONS Using recipes, cut the ingredients away from the directions. Have the students match the correct ingredients with the correct directions to get a complete recipe.

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MATERIALS A series of newspaper articles on one subject (sports event, trial, investigation).

DIRECTIONS Have the student read all the articles and arrange them in the proper order as to which article appeared first, second or third on Monday, Tuesday, or Wednesday.

COMMENTS Sequencing.

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MATERIALS Travel Brochure from local agencies, need several different trips to the same place.

TIME 30 minutes.

DIRECTIONS Have each student pick two different trips to the same place. Read each brochure and compare the two trips. Which would the student rather take and why? Whic is cheaper? Write a summary of what he would expect to see on each trip.

EVALUATION Knowledge of the trips and the composition written on their article.

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MATERIALS Crayons, magic markers, colored pencils, paints, drawing paper, story, article without any illustrations.

TIME 1-2 days.

DIRECTIONS Read aloud a short story or read a story with the children. After completing the story, have the children draw the illustrations to accompany the story.

COMMENTS Illustrations can be worked on in groups or individually. Different types of illustrations can be used, such as comic strips, mural, etc.

MATERIALS — Travel brochures, from local travel agency. Several different travel brochures to the same place.

TIME — 2-3 periods.

DIRECTIONS — Give out 2 or 3 brochures for different trips to same place. Have each student read and get acquainted with the brochures he has chosen. Have the 2 or 3 students try to sell their trip to the class. Debate with each other. Challenge the other's trip. Answer questions from the class.

EVALUATION — Have students vote for a favorite trip. Evaluate the speakers on their knowledge of the article and their speaking techniques.

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MATERIALS — Owner's car manual.

TIME — One hour.

DIRECTIONS — Pair students. Have them read the owner's manual to find out how to change a spare tire. Then take the students out and have them change a tire.

COMMENTS — Try to get cars the students are not familiar with, so they are forced to read the owner's manual.

EVALUATION — Have the students change a tire.

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MATERIALS — Travel Brochure from a local travel agency.

TIME — 30 minutes.

DIRECTIONS — Have a discussion beforehand about hidden costs, transportation costs to airports, souvenirs, necessary clothes, film, etc. Then have each student pick a trip ad and try to estimate the cost of the trip.

COMMENTS — Figure the cost of your trip as to how much it would cost you per day.

EVALUATION — Hold a class discussion to see what items were missed.

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MATERIALS Comic strips.

TIME 5-20 minutes.

DIRECTIONS Mat comic strips on cardboard or oaktag. Cut up each frame. Have the children arrange the comic strips into the proper order. To check themselves, on the back of each frame write a letter then when arranged correctly with the rest of the frames forms a word.

EVALUATION Valuable tool for practicing sequencing.

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MATERIALS Owner's manual for new cars.

TIME 2 or 3 hours.

DIRECTIONS Have students read to learn where the following are: windshield wiper, high and low beams, window washer button, trunk release, hood latch, jack and heater-temperature control are located.

COMMENTS Work with local agency.

EVALUATION If they can find everything, they get an A.

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MATERIALS Even number of pairs of antonyms or homonyms on oaktag cards.

TIME 15-20 mimutes, it depends on the number of cards.

DIRECTIONS Place the cards face down on a table. The first child takes two cards and turns them over hoping to match a pair of antonyms (or homonyms). If a match is made, he can keep the match and take another turn. The child who makes the most pairs wins the games.

COMMENTS 2 players.

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MATERIALS "Ann Landers" or "Dear Abby" columns.

TIME 1 class period.

DIRECTIONS Have a group of "Ann Landers" or "Dear Abby" letters. Cut off the answers from the problems. Have the student match the answers and the letters.

EVALUATION A variation could be to have students answer the letters.

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MATERIALS Pencil or pen, paper, chart with 3 columns of possible word combinations.

TIME 20 minutes.

DIRECTIONS The object of the game is to get as many points as possible by combining letters in A, B, and C to make complete words. The letters in Column A equal ten points, in Column B equal one point, and in Column C equal five points. First write down the word. Then computate the point value.

Example:

Column A	Column B	Column C
con	ve	able
pre	clu	sion

1. Conclusion - 16 points

300 points - good
350 points - excellent

- - - - -

MATERIALS Magazines or newspapers

TIME Use as a filler for a period or after tests.

DIRECTIONS Have students bring in popular magazine articles that they enjoy. Have them place in a folder. They must make vocabulary list and questions. Have other students answer the questions and let the writer grade the answers. If there is a question, the teacher can serve as a mediator.

EVALUATION The teacher records the grades even though students make up tests and grade it.

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MATERIALS — TV Guide, Television.

TIME — One period.

DIRECTIONS — The student is asked to find the times and dates of various TV shows in the TV Guide to describe the shows contents. As a bonus, he picks an appropriate show for the class to watch and they watch it.

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MATERIALS — Tape recorders and creative imaginations.

TIME — 2 to 3 class periods.

DIRECTIONS

1. Conduct a class discussion on the components of a good short story.
2. Have each student create a short story about something that has happened to him.
3. Examples are:
   a. I never was as frightened as the time ....
   b. The funniest day of my life was .....
4. Encourage students to outline their ideas on paper.
5. Providing each student with a tape recorder, the teacher should have each student tell his story.
6. Type the stories and make class sets.
7. Use these for various classroom reading activities.

EVALUATION — Grading can be based on the clear organization and development of each child's story.

- - - - -

MATERIALS — Each student will bring in one written anecdote or humorous short reading. Reader's Digest has many of these.

TIME: — 15 minutes.

DIRECTIONS — Allow students to share their anecdotes by asking for volunteers to read them to the class. They cannot tell them; they must read the anecdotes.

COMMENTS — This might be a good tension reliever after a test or the completion of a difficult assignment. It can also be used at the end of a period when there is extra time.

EVALUATION — Each student must have an anecdote.

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MATERIALS Biographies of famous people.

TIME Several days.

DIRECTIONS
1. Have each student read a biography. This can be about a sports hero, a political figure, a movie star, etc.
2. Assign students specific days on which they will be the characters about whom they read.
3. Select one student to act as the TV show's host. Let him meet with the stars briefly prior to the show so that he can prepare his introductions and questions.
4. On the show days, arrange a talk show format similar to the ones used on The Merv Griffin Show or The Mike Douglas Show. Have your guests arrive!
5. Let students in the audience ask questions of the stars.

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MATERIALS Several short plays

TIME 2 class periods

DIRECTIONS
1. Divide the class into small groups, the sizes of which are determined by the number of parts in each play and the number of students in the class.
2. Within each group:
   a. Have students select parts.
   b. Have students practice reading their parts.
3. On the second day, each group will present an oral reading of their play to the rest of the class.

EVALUATION Evaluation could be determined by comprehension questions and active participation in the activity.

- - - - -

MATERIALS Newspaper articles and headlines.

TIME 1 class.

DIRECTIONS
1. Have students read any three newspaper articles from which the headlines have been removed.
2. After they have read the articles, write the missing headlines on the board.
3. Have students match the headlines with the articles.
4. Students could also write their own headlines and compare them to the actual ones.

EVALUATION Evaluation is based on the number of correctly identified headlines with the corresponding articles.

MATERIALS Newspaper.

TIME Several days.

DIRECTIONS
1. Have students read newspaper articles on a crime or trial.
2. Check the newspaper every day for additional information.
3. In small group discussions, have students try to solve the crime or reach the verdict of the trial before the newspaper prints such information.
4. Have each group present their conclusion to the rest of the class. They must support the conclusion with facts or evidence from the crime or trial.

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MATERIALS A newspaper, ditto master, ditto paper.

TIME 1 class period.

DIRECTIONS
1. Type a controversial news story on a ditto master.
2. Follow this with literal and inferential questions.
3. Distribute to students who will read the news story and answer the questions.
4. Follow with a class discussion of story and issue involved.

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MATERIALS A short story, paper.

TIME 2 class periods.

DIRECTIONS
1. Orally read a short story to the class, but only until the climax. Students should have copies so they can follow along.
2. Have students write their own endings to the story.
3. Read several aloud to the class.
4. Read the actual ending of the short story to the class.
5. Compare and contrast in a class discussion the students' endings to the author's ending.

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MATERIALS Good books, a chart, 4 x 6 index cards with various questions.

TIME Throughout any school year.

DIRECTIONS
1. Set aside one class period a week for free reading.
2. As students finish a book, have them complete on notebook paper two or three questions which have already been written on 4 x 6 index cards.
3. Questions on the cards might include:
   a. Who is the main character in this book? Explain why you do or do not like this character. Be specific.
   b. What is the setting for this book? Does the story have to occur in this setting or could it happen somewhere else? Be specific when you answer this question.
4. Upon completion of a card, put a star or other symbol by the child's name on the posted class chart.
5. Offer small rewards which can be earned as each student reads a specific number of books.

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MATERIALS 10 Crazy error sentences.

TIME 20 minutes.

DIRECTIONS
1. Distribute copies of the crazy errors to students.
2. Allow students time to work on and laugh at these errors.
3. Review sentences orally.

COMMENTS Explain to students that when writers are in a hurry, they often make crazy errors. It is their job to correct these errors for the writers.

Examples:
1. When Wayne awoke today, he crawled out of bed, got dressed, and bathed.
2. My wife is having another threat for for dinner tonight.
3. Betty is the odder of the two girls.

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MATERIALS Bottles of medicine, bleach, turpentine.

TIME Varies.

DIRECTIONS Students read and discuss the various antidotes for various medicines, cleansers, etc.

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MATERIALS Pen/pencil, paper.

TIME 10-20 minutes.

DIRECTIONS Prepare a list of five orders, rules, directions or guides that are so clearly stated that no one misunderstands the communication. You could use one of the topics below, or make up your own.

a. Water safety
b. How to get a job
c. Fitness
d. Playing hockey
e. Studying

COMMENTS Read aloud. Have class discuss what the directions are. Rate directions on a scale ranging from clear to unclear. Discuss the things that make the meaning clear, or cause confusion.

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MATERIALS Map; some sort of prize.

TIME Varies.

DIRECTIONS Student must read a treasure map to find the hidden treasure.

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MATERIALS Books.

TIME Varies.

DIRECTIONS A reluctant reader becomes a tutor for younger readers.

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MATERIALS Stopwatch; flashcards

TIME 5-10 minutes.

DIRECTIONS This is called "Beat the Clock" - students read words as the teacher times them. The fastest time wins.

COMMENTS Good for all levels.

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MATERIALS Dart board and darts.

TIME 1 class period.

DIRECTIONS Have students throw three darts at the board. (If they miss the board, they should keep trying until they hit it!) Add up the numbers and that's how many books they must read in a given time period. (This is flexible depending on the student.)

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MATERIALS Pen or pencil, paper, short story with pre-written errors.

TIME 20 minutes.

DIRECTIONS Give the students the short story. Have the students find and list 20 spelling or word errors from the story. Students will list these errors on notebook paper.

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MATERIALS Filmstrips dealing with a subject in which the student is interested; filmstrip projector.

TIME Optional.

DIRECTIONS The student reads the filmstrip orally as he watches it.

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MATERIAL Books or magazines brought by the child.

TIME Varies.

DIRECTIONS The student is given a certain amount of time per week or per day to have the teacher help him with free readings.

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MATERIAL Reading book, paper, pencil.

DIRECTIONS Make a list of the new words to be used in the next story in reading book. After going over the words orally with the student, have him locate the words in the book and write down the page number it is found on.

MATERIALS — Empty beer cans or bottles (some students collect them).

DIRECTIONS — Read the ingredients on beer bottles and can labels. Compare the ingredients. Write a paragraph on which of the beers is the lowest in calories, alcoholic content, etc. Read a book related to this topic (ex. process involved in brewing beer). You could even visit Schaeffer Brewery.

COMMENTS — Other hobbies can be used. Let students work on their own particular interests.

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DIRECTIONS — Instruct students to bring in a "gadget". Ex. calculator, meat grinder, blender, screw driver, etc. Then go to the library and look up information on your gadget. Who invented it? Why? Who uses it? How has it been improved? What is its history?

COMMENTS — If students have too much difficulty with one gadget, they may switch or tell about a related one.

EVALUATION — Have them read aloud the information they've found or tell one another about it. Compile a "gadget" book or scrapbook and mount the reports along with a picture or illustration of the gadget.

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MATERIALS — Comic books.

TIME — Free reading period.

DIRECTIONS — Children may choose from a selection of comic books in area of interest.

COMMENTS — Watch choice of content involved in readings, levels of reading.

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MATERIALS — Desks, printed words on cards.

TIME — 15 minutes.

DIRECTIONS — Children rearrange desks so that words on each desk are put into an understandable sentence.

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MATERIALS — Ditto copy of a tire with letters explaining type, size and make.

TIME — 1/2 hour.

DIRECTIONS — Students will color tire and fill in letters of words with different color than tire. Student is encouraged to read words colored.

COMMENTS — Follow up - explain differences in tire sizes.

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MATERIALS — Adventure books.

DIRECTIONS — Have series of adventure books. Boys in intermediate years seem to like adventure stories that are real to life.

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MATERIALS — Books on family life, school times.

DIRECTIONS — Have selection of these types of books. Girls in intermediate years are more attracted to this type of book.

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MATERIALS — Pen or pencil, paper.

TIME — 5-10 minutes.

DIRECTIONS — Make a list of proper and common nouns. Have the students write on their paper if the word is a proper or common noun. If it is a proper noun, have students give a common noun and vice versa.

Example - 1. island - common - Carribean

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MATERIALS — Word Bingo cards, markers, cassette player, cassette tapes.

DIRECTIONS — Set the materials up at a center. The children can play word Bingo without the teacher using a cassette tape as the announcer which the teacher had prepared previously.

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MATERIALS — Dictionary, paper and pencil, two teams of two students.

DIRECTIONS — Open the dictionary quickly to any page. Two students try to find the hardest word they can, write the definition and check to see if the other team knows their definition.

COMMENTS — I feel this would be an exciting way to learn new, harder words.

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MATERIALS — Paperback books to choose from.

TIME — 1-2 weeks reading time.

DIRECTIONS — Read a book that you enjoy. Then briefly rewrite it and retell it as if you were telling it to a younger child.

A class of pre-schoolers might be invited for a "storytime" and kids could read their own stories for the younger children.